

Assessing School-Based Service-Learning: Communication Rubric

Criteria	DOES NOT MEET THE STANDARD “part of the skill part of the time”	PARTIALLY MEETS THE STANDARD “part of the skill all the time and/or all of the skill part of the time”	MEETS THE STANDARD “all of the skill all the time”	EXCEEDS THE STANDARD “all of the skill all the time with increased sophistication”
Purpose	Unclear purpose or main idea	Communicates an identifiable purpose and/or main idea for an audience	Achieves a clear and distinct purpose for a targeted audience and communicates main ideas with effective use of techniques for introducing and representing ideas and insights.	Achieves a clear and focused purpose for a targeted audience and communicates main ideas using a variety of techniques to introduce and represent ideas and insights.
Organization	Organization is unclear, introduction, body, and/or conclusion are underdeveloped, missing, or confusing.	Organization is occasionally unclear, Introduction, body, or conclusion may be underdeveloped.	Organization is clear and easy to follow. Introduction, body, and conclusion are defined and aligned with the purpose.	A clear organizational structure that enhances the audience’s understanding. Introduction, body, and conclusion are well defined, effective, and aligned with the purpose.
Language Mechanics and Usage	Limited variety of sentence structures and lengths and significant errors in grammar, word usage, spelling, capitalization, punctuation, and/or pronunciation	limited variety of sentence structures and lengths or significant errors in grammar, word usage, spelling, capitalization, punctuation, and /or pronunciation.	Variety of sentence structures and lengths and no significant errors in word usage, grammar, spelling, capitalization, punctuation, and/or pronunciation.	Engaging variety of sentence structures and lengths. Word usage, grammar, spelling, capitalization punctuation, and pronunciation are correct.
Detail	Supporting details and/or visuals are missing, irrelevant, inaccurate, or inappropriate.	Supporting details and/or visuals are relevant but limited, overly general, or inconsistently provided.	Relevant use of supporting details, e.g., analogies, comparisons, examples, descriptions, and/or visuals, e.g., symbols, diagrams, graphs, tables, maps, models.	Uses a variety of clear, pleasing, and relevant supporting details or visuals that contribute to the audience’s understanding.
Voice	Some use of descriptive language and wording that may appear mundane, forced, or awkward.	Use of descriptive language or wording to communicate a personal style.	Effective use of descriptive language and transitional devices to express a personal style with a discernable voice and to enhance and connect ideas.	Consistent and effective use of descriptive language and transitional devices that move, engage, or teach the audience.